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ABSTRACT

This document describes the planning and implementation of the 1979 Basic Educational Skills (BES) Project in the Palmdale and King schools of South Phoenix, Arizona. The program description includes some background information on the community, the school and the staff. This is followed by detailed analyses of the four program components: parent involvement: curriculum: teacher attitudes and behaviors: and continuity. These components are discussed in terms of current practices, goals for the future, and the interrelationship of the components. This description is designed to summarize and clarify the BES project efforts over the past year in order to help those involved in both local and national levels continue to appropriately plan and implement the program for the coming years. (Author/MP)

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ED191576

PHOENIX, ARIZONA

BASIC EDUCATIONAL SKILLS PROJECT

PROGRAM DESCRIPTION

1980

Margot Biestman

FWL

Matilda Byler
George Greene
Dewey Jefferies
Wellington Swindall
Hilder Williams

PHOENIX HSBES

with the

Basic Educational Skills Teacher Representatives

and

Parent Advisory Board

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Edited by Ruth Ekland

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I am grateful for the ideas and support of Peter Haiman and Jean Monroe, fellow site-coordinators at Far West. Elsie Gee, senior training specialist in the Responsive Education Program and consultant to Contra Costa Internal BES project, has provided me with support in organizing my efforts in facilitating on-site, and Juanita Sagan, Director of the Institute for Creative and Artistic Development in Oakland, has given me guidance and consultation on-site, in program structure and team relationships. I give special thanks to Janet Johnston, Rosemary de la Torre, Sonny Aumeualogo and Edna Robnett for their typing and special support to me in this venture.

I want to express my sincere thanks to Honor Herring, grantee of the Phoenix BES project, for her support, and to BES staff of the Roosevelt School District, Dr. George Greene, Tillie Byler, Hilder Williams, Aretha Norris, Evelyn Thompson, Geraldine Vizzerra, and principals Wellington Swindall and Dewey Jefferies, as well as teachers and parent representatives and other Title program resource persons at Palmdale and King Schools who have provided me with the information that helped to make this program description possible. I am impressed with their interest, courage, and willingness to struggle through the initial phases of a complex project, to establish beginning team relationships, and a structure which will support adaptations and change in the existing program. Their dedication to increasing life chances for children in the Roosevelt School district has helped to motivate my interest and excitement in wanting to make this joint venture a success.

Because of my personal and professional interest in this project and respect for the persons in it, this description is written, as much as possible, with and for the people at Palmdale and King, rather than for an unknown audience. Therefore, since it is meant to be practical as well as to be a statement of goals and principles, it can be modified according to changing needs.

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CHAPTER ONE: INTRODUCTION

This document describes the planning and implementation of the Basic Educational Skills project in the Palmdale and King schools of South Phoenix, Arizona. The program description includes some background information on the community, the school and the staff, to put the project in context. It then gives detailed analyses of the four program components: curriculum, teacher attitudes and behaviors, parent involvement, and continuity, discussing current practices, goals for the near future, and the interrelationship of the components. This description is designed to summarize and clarify the BES project efforts over the past year to help those involved on both local and national levels continue to appropriately plan and implement the program for the coming years.

BACKGROUND INFORMATION

The Community

The schools involved in the BES project are located in South Phoenix, Arizona, on the east side of the Roosevelt School District. Palmdale School serves families in an area of approximately 10 square miles. Ninety percent of the community is Black; many families in this area are large. Eighty percent or more of the families are classified as low income, below poverty level. Over 84% of pupils included in the program qualify for the free lunch program. Martin Luther King Junior School serves an area of approximately five square miles. Families are of medium size, also 90% Black. Economic conditions range from low to middle income, with about 57% of the students eligible for free lunch.

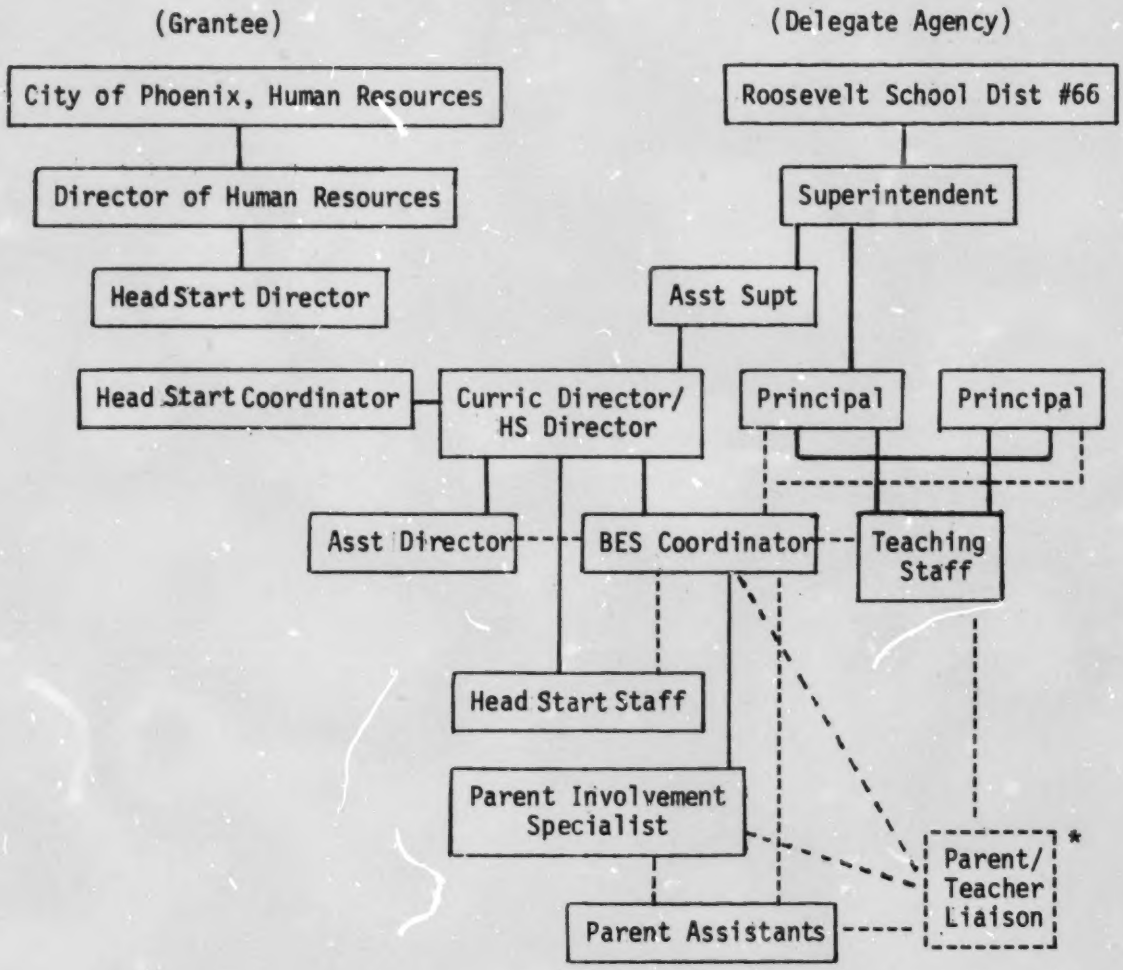
The Schools

The project is extremely fortunate in that Head Start children are housed on the elementary school campuses of both Palmdale and King. This greatly aids in coordination of the continuity efforts between Head Start and the elementary schools.

Last year 125 three- to five-year-old children were enrolled in all Head Start classes in the Roosevelt School District; 122 of them entered kindergarten. There were two Head Start classrooms at Palmdale, with 40 children. Nine of these children speak Spanish as well as English; one speaks Arabic; one teacher and one aide speak Spanish, and one aide speaks Arabic. There was one Head Start classroom at King with 20 children. Four children speak Spanish and two aides speak Spanish. One teacher has a CDA credential; all other teachers and assistants participate in CDA training.

In the elementary schools, there are 643 children at King in 25 classrooms, grades K-5, with one teacher in each classroom. Ninety-four percent of the children are Black, 3% Hispanic, 2% white and 1% Native American. Fourteen teachers are Black, 13 white. At Palmdale, 524 children are enrolled in 19 classrooms, grades K-6, with one teacher in each classroom. Eighty-five percent of the children are Black, 12% Hispanic, 2% white and 1% Native American. Fourteen teachers are Black, eight are white.

RELATIONSHIPS AMONG LOCAL PERSONNEL



Legend

——— Direct Supervision

------- Work Together as a Team

*It is hoped that a parent-teacher liaison position can be created in order to provide more continuity between teacher and parent relationships.

The grantee of the project is the Department of Human Resources, City of Phoenix. Honor Herring, Head Start Coordinator and Assistant Education Coordinator, works with the Roosevelt School District as a Head Start delegate agency. She advises, monitors and provides a model of support to the administration of the program.

The director of the project is Dr. George Greene. He directs Head Start and Curriculum Services for the Roosevelt School District. Dr. Greene takes responsibility for management of the budget and guides the study, selection and evaluation of curriculum materials, methods and testing. His role is to guide and support leadership in the project and to provide and disseminate information about the BES project to district and state personnel. He maintains contact with Honor Herring, the facilitator at Far West Laboratory and ACYF in Washington, as well as BES staff. He has formed a BES policy or governing board and a parent advisory board, demonstrating his desire to have staff and parents at Palmdale and King schools take responsibility for the ownership of the BES project.

The assistant Head Start director, Joy Mills, is responsible to Dr. Greene. She plans with the BES project coordinator for work in the Head Start classes at Palmdale and King. She participates in BES staff meetings and workshops with the Far West Laboratory facilitator, and disseminates methods and materials to other Head Start centers within the district.

The coordinator of the BES project is Mrs. Matilda (Tillie) Byler, who has responsibility for the day-to-day operation of the project. Besides the usual administrative duties, she studies, plans,

and coordinates implementation of the program components. She brings to this position a high degree of skill and sensitivity in establishing team relationships and coordinating efforts with other programs in the schools (Title I, ELI, Special Education, Bilingual Education). Mrs. Byler establishes and maintains a resource center on the Palmdale campus for teachers and parents, and helps to plan and coordinate training and technical assistance provided by Far West Laboratory. She provides information to visitors and to ACYF about project development. Besides coordination of activities, her major responsibility is working with teachers to implement change. She helps teachers to assess their needs; assists in planning and carrying out workshops with the facilitator, with other programs or by herself; conducts follow-up workshops, meetings and conferences; provides classroom observation and feedback, demonstrations, appropriate suggestions and resources. She consults with and reports to the director, and coordinates efforts with two principals.

Dewey Jefferies, principal of Palmdale School, and Wellington Swindall, principal of King School have the ultimate responsibility for managing the environment and establishing the educational climate. They plan, coordinate and schedule events and meetings with the BES staff, other programs, school staff and parents. They participate in BES staff and facilitator workshops and meetings and inform teachers of BES goals, objectives and expectations. In addition, they take special time and energy to support teachers in their efforts to implement change and to adapt a Responsive approach to their teaching strategies and curriculum. Their actions clearly demonstrate their commitment to the BES program.

The parent involvement specialist is Ms. Hilder Williams, who plans and coordinates her efforts with the coordinator, principals, other program staff, parents and teachers. She supports parents by assessing their needs; and by providing training and activities that help them to identify and use their talents and skills, as well as to increase and develop strategies for reinforcing and teaching basic skills. She assists in organizing and conducting workshops, and joins with teachers and parent assistants in parent-teacher activities at home and school.

Ms. Williams is assisted by Mrs. Evelyn Thompson at King and Mrs. Aretha Norris at Palmdale. Both have had experience working in other Title programs. They encourage parent participation and assist the classroom teacher, as well as other Title program resource teachers, in working with children. In addition, they serve as resources to parents at home and school and are dedicated in their work.

The BES secretary is Mrs. Geraldine Vizzerra. She also contributes ideas to staff plans and provides strong support to the team effort. In addition, she works with teachers and parents in making materials for home and classroom, participates in meetings and workshops, and manages BES office and catalogues materials in the resource center at the Palmdale school campus.

The BES governing (or policy) board is composed of BES staff (George Greene, Tillie Byler, Hilder Williams, and principals Dewey Jefferies and Wellington Swindall), grantee representative Honor Herring and two parent representatives (one from each school). This board, formed by George Greene, has a constitution and meets to discuss policy, formulate plans, identify positive aspects of the project and explore alternatives in

solving problems. This group also meets with the facilitator to formulate and assess plans for training and technical assistance.

The BES parent advisory board, formed by Dr. Greene, is led by Mrs. Wilma Moss, with support of the parent involvement specialist. This group is composed of parent representatives who meet to discuss policy, make recommendations for school and home curriculum and strategies, and formulate and carry out plans for parent activities in homes, meetings, workshops and classrooms. This board meets at times with the governing board, which also includes representatives from other Title programs in the schools, and at times with the facilitator in on-site visits.

The Facilitator

The members of Far West Laboratory for Educational Research and Development who are acting as facilitators for this BES project are professionals committed to a particular educational philosophy known as the Responsive model. They use the understandings and techniques generated from that philosophy to facilitate work on-site. They will not, however, prescribe a particular way of acting or demand particular educational configurations; rather, they use the power of experience and expertise to assist the principle actors on-site to develop a unique Basic Education Skills program that reflects the needs and desires of the local community. They perceive the role of facilitator not as model developer, but as change agent. They clearly see the ownership of the Basic Educational Skills program in the hands of local people. Therefore, activities on-site do not duplicate exactly the Responsive Education Program approach. Yet the intention of the Far West Laboratory facilitators is to gradually, over the years, shape the

work of the site to more closely approximate an REP approach. They do not feel, however, that the power is theirs to decide for sites what they must do. They feel that the local community must endorse, believe in and own the educational configuration selected for implementation.

The co-directors of the facilitator effort at Far West Laboratory for Educational Research and Development, San Francisco, are Dr. J. Ronald Lally, director of the Human Development Department, and Mrs. Francione Lewis, director of the Responsive Education Follow Through Program. They are responsible for interpreting guidelines from ACYF to site coordinators, and serving as advocates for the local projects in districts and in Washington. Their recommendations and insights are important in the implementation of the project. Both co-directors visit local sites with the site coordinators at times, providing a model of teamwork. At times, the co-directors with site coordinator and/or local project personnel recommend an additional consultant, depending on local needs, problems or interests. There are 50 days of facilitator and/or consultant visits per year. These include two weeks of training with ACYF and one week of summer institute.

The site coordinator to Phoenix from Far West Laboratory is Margot Biestman. She works with BES project staff in San Francisco and with each member of the BES staff in Phoenix to facilitate the development and functioning of the project. It is the facilitator's responsibility to present the Responsive approach for consideration, and to help local staff identify, enhance and expand existing activities by recommending alternative ideas and techniques. The goal is not to replace the existing program by adopting a Responsive approach, but to help the local program adapt parts they find most helpful to them and their community.

Although the facilitator consults and advises on most aspects of implementation, the local staff maintains ownership and control over the operation of the project. This year the site coordinator made four visits to the site, a co-director visited twice and a consultant once. The site coordinator maintains weekly to biweekly contact by mail or by telephone. Each visit involves contact with major stakeholders and individuals through workshops, conferences, classroom observations and interviews with teachers in classrooms, small- and large-group meetings with BES staff, various Title program staff, parent representatives and teachers. This year, in addition to orientation workshops for stakeholders, a large-group workshop was held to introduce all high school and elementary teachers to the Responsive approach. Specific workshops for teachers and parents are developed on a consistent basis and will be implemented with follow-up work during 1980-1981 and continuing years.

The site coordinator incorporates a variety of roles in working with the site. At times she observes interaction in order to gather information about how local persons work with one another; asks questions to gain clarity; provides information and suggestions for ways of working and planning; and/or recommends other resources. Sometimes she participates as a group member, and at other times she takes a more assertive role as a group leader. She is responsible for planning and coordinating workshops, and for providing classroom demonstrations, observations and feedback conferences. She writes quarterly reports and program descriptions.

This year, to carry out the tasks outlined in the BES proposal, the site coordinator helped the Phoenix project to develop a program

consistent with BES elements and guidelines which has taken into consideration local concerns and questions. The program represents local ideas, values and practices combined with those in the Responsive approach to BES. After an orientation visit with co-director and site coordinator, a comprehensive needs assessment was conducted, which included formal and informal interviews, written self-assessments by parents and teachers, and observations of groups, individuals and activities. A training and technical assistance plan was developed by the site coordinator, based on needs and wants of the Phoenix BES staff and representative teachers and parents. This plan for implementation of the program provides for staff development on an ongoing basis and is carried out by site coordinator and BES staff in a joint effort.

CHAPTER TWO: PARENT INVOLVEMENT

The project seeks to integrate parents into all aspects of their children's education by building on their role as natural teachers. Parents can greatly facilitate children's learning by giving appropriate help and stimulation at home. They can provide an important link between the child and the school by giving teachers appropriate information about the child's needs, interests and experiences. They can also play an active role as direct participants within the classroom by assisting teachers, paying individual attention to students, and providing cultural resources. Furthermore, it is believed that parents can affect both the overall plan and the specific details of their children's education by increasing their participation in various district decision-making bodies.

The program this year has been aimed at encouraging and preparing parents to become more involved with children's education in each of the above ways. To provide a foundation for working with parents, in addition to orientation meetings with the director, teachers and parents, the parent involvement specialist and assistants have been visiting parents in homes and in the BES staff office at Palmdale School. During these visits they have gathered information about parent interests, questions and problems. They have provided information about the project and have made some suggestions for the teaching of basic skills in the home. These personal visits have not only helped to establish rapport between parents and the program staff, they have also been a way for parents to ask questions and discuss concerns that they might not have felt comfortable bringing up in a large-group situation.

Helping parents identify some of their own interests, skills, and experience that can be built on to help children learn is one of the most

important tasks of the project. In the past, the parents themselves were not clear about what they had to offer. Along with personal visits and meetings, questionnaires were developed, distributed and compiled; these too helped parents identify some of the knowledge and skills that they have to offer.

Parents obviously cannot effectively contribute to a program whose language they do not understand. The BES secretary has been helping some parents by translating messages into Spanish. An effort is also being made to write other BES materials in a form parents can better interpret.

The formation of a parent advisory group has been important to the role of parents as decision makers. The purpose of the group is to initiate ideas, formulate plans for parent involvement, suggest and plan activities, gain information about BES, explore materials on parent involvement, disseminate information and techniques to parents in the communities, and enlist parental support. The group has contributed many ideas on how to make learning effective in the home.

Parents need even more forums to express their ideas about their children's education. In the past, they have felt that their ideas, both solicited and non-solicited, were not actually used. To alleviate this concern, a combined parent advisory and policy board of volunteer parent representatives, BES staff and other Title program people has been formed. The BES coordinator has been working hard with the parent involvement specialist to build a solid structure based on trust and respectful, productive sharing of ideas so that the board can be an effective vehicle for parent and staff communication and participation.

Teachers have reported more effective parent participation since the beginning of the BES project. Staff and participating parents who were interviewed have positive attitudes and are dedicated to their work or the project.

Parent and Curriculum

Over the past year, parents have been making valuable contributions to curriculum both in the classroom and at home. Several parent representatives have been working with parent assistants and other staff members to develop ways of helping children learn at home using simple games and objects. Emphasis has been placed on the fact that there is no need for expensive learning toys and materials. With a little awareness and creativity parents can utilize everyday objects and situations to provide children with learning experiences in all curriculum areas. Realizing that many parents work and do not feel that they have the time to sit down and "teach" children, effort has been directed at helping parents see how, with a little guidance, learning can be integrated into daily life. Parents are discovering that a trip to the store can afford innumerable opportunities to practice reading and math; that bath and meal times are good chances to ask children questions and to listen carefully to comments about the day's events.

Parent advisory group representatives have made suggestions to parents about creating a home atmosphere that is conducive to children learning and working -- for example, limiting the amount of television watched so that other activities can take place; giving children responsibilities; providing a specific time and place for study; and giving children the opportunity to have some private time and space. Parents are also being encouraged to ask for help when they feel tired, overworked or upset themselves; often neighbors, older siblings and other relatives can help children with homework or create other learning situations. Several parents have even discovered the benefits of exchanging skills and teaching several children at once in their homes. Two parent representatives, since attending a Responsive model orientation, have been using Responsive Education Program units, such as

"Teaching Children to Integrate Language Experiences" in working with their own children.

Parents have had opportunities to demonstrate skills in the classroom. A Head Start fashion show enabled them to display ways of making and modeling clothes for themselves and their children. It was an event that involved the whole family in the classroom situation; brothers, sisters, aunts, uncles and others attended. A few individual parents have been invited or have volunteered to come to their children's special education class to talk about their jobs, hobbies, interests or aspects of their heritage.

On the whole, parents are becoming more active in their relation to the classroom. They are volunteering their help for field trips more consistently. For the first time a parent has even volunteered to come to the kindergarten class to help the teacher with some paper work tasks. Parent assistants are working with teachers and other Title program staff in the classrooms to help teach and reinforce basic skills.

Parent and Teacher Attitudes and Behavior

Many parents who remember having had negative experiences with their own schooling may have some problems with authority or feel that they will not understand the teacher. Sometimes they are unclear about what will be expected of them in a classroom. These attitudes can make effective interaction difficult. Identifying and building on parents' skills and background will greatly relieve this problem. Some teachers are beginning to understand the need for and benefits of clearly explaining to parents how they can work in the classroom. BES staff and some teachers also acknowledge the need to translate "school language" into terms that parents understand. For example, parents may be intimidated by the idea of "workshop," but understand the term "planning meetings." The many other ways that teachers are learning to

work more effectively with parents are described in the "Teacher Attitudes and Behaviors" section.

Parent/teacher conferences provide an important link between the home and school whereby teachers and parents can both gain more complete information about each child. Parent advisory group representatives have suggested ways in which these conferences can be made more effective. They propose that parents learn to ask questions of teachers. Teachers, on the other hand, need to be able to give specific examples of a child's positive and negative behaviors and skills. If there is something negative, the teacher also needs to discuss what can be done to help; if the teacher does not, it is the parent's responsibility to ask for this information. Parents and teachers should work together to try to find solutions to problems.

Parents and Continuity

Follow-up is most important in ensuring continuance of parent involvement; it reinforces, clarifies and builds on parents' experiences. The resource center at Palmdale school (where parents can use, make and borrow a wide variety of materials) is a helpful link in the continuity of their experience. Within the context of the center, parents can get help and suggestions, and can learn skills from the secretary in charge, the parent specialist and assistants and each other.

Although there has been a precedent for parents working in Head Start classrooms, there has been little participation in elementary school. At times parents have come to school, but they have not participated on a continuing basis. The parent specialist has been contacting parents about the importance of helping children to learn basic skills in kindergarten. However, motivating parents to participate in elementary school is only half the task. Some elementary school teachers fear that they might be

criticized by parents in the classroom, or that children might be distracted by a parent's presence. Teachers are therefore being helped to understand parents, the importance of their connection with the classroom, and ways of using parents as resources in the class.

The project is designed to have parents participate as learners in order to increase understanding and support of their children's learning process, as well as to develop skills to further this process. Beginning in the fall of 1980, at the time of the facilitators' site visit, parents are invited to participate in four initial group workshops, leading to an all-day Saturday workshop. For the remainder of the year workshops will be given every month. The director of the program has devised a list of 55 potential workshops for parents from which the parent advisory group has chosen 10. These 10 will cover subjects such as: food and nutrition; drug abuse; helping children to read; parent/student rights; and self-discipline/school discipline. The parent involvement specialist will provide continuity and follow-up to these workshops, first with a meeting in small groups to discuss and plan practical use of the workshop, then with a second meeting to discuss how the ideas were used. The parent involvement specialist will also work with parents in making materials for use in the home and classroom; will identify parents' skills; and will meet with parents who work in the classroom to discuss applications of their skills and work with teachers. In addition, other workshops are being developed to help parents recognize and develop their areas of strength.

For the coming year it is suggested that a new role be created, that of liaison between parents and teachers. The liaison's most important task would be that of follow-up, helping to integrate what parents are learning in the various workshops with teachers' curriculum plans. The liaison would

help teachers use parent potential as fully as possible, and would help parents integrate and apply their new skills and insights quickly and effectively.

When parent representatives and various staff members were asked what they would like to see implemented in their program on a consistent basis over the next three to four years, they responded with the following ideas:

1. Keep developing the resource center to include more materials, to have parents make more materials, and to help parents use each other as resources and exchange teaching skills.

2. Develop a parent newsletter describing various activities that parents are performing at home and school, as well as providing information about BES.

3. Develop a survey to evaluate parent workshops.

4. Develop packets of materials for parents to use in the summer (parent groups will develop these packets and teach other parents to use them).

5. Develop a calendar of activities for parents with a consistent theme or focus each week or month.

6. Have social gatherings and other activities for parents and teachers to celebrate their accomplishments and show appreciation for each other.

7. Help parents assume a larger decision-making role in their children's education by attending school board meetings; serving on school board committees; making requests for evaluations and services for children as needed; helping teachers establish goals and expectations for children's progress; and participating as classroom teachers, aides and volunteers.

It is hoped that by the end of 1981 each classroom will have one or two parents who will take the responsibility of contacting other parents about BES activities and involvement.

CHAPTER THREE: CURRICULUM

In the Roosevelt School District, a retention policy required by the sets a standard level of competency to be reached by children at each grade level. This standard has required frequent testing (CIDS as well as Stanford Achievement Tests), and if children do not pass, drill exercises are most usually recommended. Although retention policy is positive in the sense that teachers, parents and children are clear about what skills are required to pass to the next grade level, there are also some negative effects, for example, parents, teachers and students can feel pressured by expectations and constant testing; skills are isolated from the context of learning experiences; and some important skills, such as critical thinking, problem-solving, organization, and socializing, are not emphasized.

Although care is taken by the director and teacher committees in selecting textbooks, these books are not generally founded in child development theory or the Responsive Education Program. Many teachers have expressed difficulty in adapting the texts for their own use in their classrooms. Some teachers feel that they do not have time to carry out supplemental ideas in texts or to explore other forms of teaching curriculum besides the textbooks and tests.

The site coordinator and BES coordinator have spent a good deal of time this year helping teachers to recognize what they are already doing in the classroom that is Responsive. A booklet is being designed to provide administrators with some of this information to help them in making future decisions on curriculum and staff development. The booklet will also serve as a guide to teachers to help them recognize and build on activities that

are Responsive. Another booklet is planned which will contain sample lesson plans of site coordinators' classroom demonstrations designed for individual teachers. These may serve as models and may be adapted by teachers at various grade levels for their own use.

The following is an outline of elements of the curriculum planned to help children develop basic skills in ways that are relevant and integrated with other areas of their developmental experience. The site coordinator and BES coordinator have been working with teachers to help them implement many of these ideas. The coordinators also help teachers identify which elements they are already utilizing.

I. Pre-Reading and Reading

A. Reading builds on what children know.

1. Children have opportunities to hear and read the language they and their peers speak (in context, rather than in isolation). This language can be tape-recorded, or teacher or parent can take dictation from what they hear children saying as they play or talk to one another informally or as they describe an experience or picture. Older children can write the language they speak to one another.

2. Children have opportunity to apply the language they speak and write to the language in books. Those that are able recognize that many words from their spoken and/or written language are the same as words on sight word lists, as well as in texts or library books.

3. The child's prior reading experiences and skills, learning style, interests, and background are respected and used in choosing content for independent reading, or reading to children.

B. Reading focus is on comprehension.

1. Children have opportunities to make predictions from personal experiences prior to reading or listening to a passage or story.

2. Children are using various decoding/word attack skills in a problem-solving way such as:

a. looking for context clues
b. making approximate substitutions
c. sentence analysis
d. word analysis.

3. Children in pre-reading activities hear familiar stories, read along with adult on words they recognize.

4. Children have opportunities to make sense of what they read by:

   a. asking questions
   b. giving factual information
   c. expressing personal impressions
   d. making interpretations (own and author's intent).

5. Children have opportunities to retell a story in their own words.

C. Reading is integrated with other language arts and other curriculum areas.

D. Reading material is selected by the children, as well as the teacher.

E. Reading is a tool for information gathering. (Reading is for a purpose.)

1. Children have opportunities to read content related to their everyday lives (e.g., grocery labels, rhymes, menus, etc.).

2. Children have opportunities to compare what they have read to their own lives and the lives of others in a variety of communities and cultures.

F. Phonics is taught in relationship to children's experience.

II. Basic Math Skills

A. Math activities move from concrete to abstract.

1. Children use concrete manipulatives to calculate solutions to problems.

2. Children often relate math activities to familiar problems from their daily lives (e.g., subtraction in making change at the store).

B. Math activities encourage children to perceive relationships.

1. Children use their everyday experiences with time, money, etc. to develop concepts of more, less, etc.

2. Children develop concepts of basic shapes.

3. Children develop concepts of one-to-one correspondence.

C. Math activities encourage children to perceive patterns.

D. Math activities encourage children to predict outcomes and test predictions.

E. Math activities guide children to develop proficiency in computation skills.

1. Children progress from simple to complex problems and from known to unknown.

2. Children have opportunities to discover alternative ways to solve math problems.

III. Pre-Writing and Writing

A. Pre-writing activities include a wide range of gross and fine motor experiences using a wide variety of media.

1. Children have opportunities to identify elements of writing in their art work.

2. Children have many experiences with movement--crayons on large paper, paper and pencils, cutting, threading beads, drawing designs, etc.--to develop fine motor skills necessary for writing.

B. Writing is used as a tool for communication.

1. Children see their speech in print (e.g., their spontaneous language is tape-recorded, transcribed, and the child then writes from the model).

2. Children write to communicate an idea (e.g., the mechanics of writing are experienced within the content of the writing task, rather than as isolated letter development out of context).

3. Children have opportunities to write for a variety of reasons (e.g., letters, newspaper interviews, reports, stating preferences, stating facts, story writing, etc.).

4. Children have opportunity to share their writing with their peers, to look for similarities and differences with respect for diversity in writing styles and content.

5. Children learn writing mechanics starting with familiar and meaningful content.

IV. Oral Language Skills

A. Language is used appropriately for time and place.

1. Children have an opportunity to appreciate their primary language (whether it is standard or non-standard dialect or a language other than English). They have an opportunity to learn where and with whom it is appropriate to use that language.

2. Children have an opportunity to learn the appropriate use of standard English.

B. Appreciation for various ways of speaking.

1. Children have opportunities to compare other dialects and languages with standard English or with their own speech patterns.

2. Children have opportunities to talk with peers and compare past experiences, as well as responses to present learning experiences in the classroom.

C. Language expression is precise and descriptive.

1. Children have opportunities to label and describe objects, pictorial representations, people, qualities, feelings.

2. Children have opportunities to express themselves by communicating an idea, request or direction, forming complete sentences, and organizing ideas into a logical sequence.

V. Science Problem-Solving Skills

A. Opportunities are provided for children to ask questions and identify problems connected with particular phenomena in their everyday lives.

B. Science activities allow for children to hypothesize, then to design and implement experiments to test the hypothesis.

C. Science activities encourage children to classify data and facts and to make generalizations.

D. Children have opportunities to work with peers, as well as individually, to solve problems.

E. Children have the opportunity to use all of their senses to collect data to solve problems (observation, listening, tasting, touching and manipulating, smelling, movement).

F. Children make predictions about outcomes from simple experiments and experiences.

G. Children are encouraged to verify conclusions through a reliable source and to question unsubstantiated facts and conclusions.

H. Children are exposed to the contributions to science of men and women from a variety of ethnic and cultural groups, including their own.

VI. Multi-Cultural Learning

A. Activities incorporate learners' backgrounds and culture.

1. Children are spontaneously relating information to personal experiences.

2. Children have opportunities to utilize materials that represent their own culture and community.

3. The focus of a learning activity in any academic area encourages learners to acquire new information or express themselves about their own family, culture and/or community.

B. Activities cover a diversity of cultures and backgrounds.

1. Children compare their own experiences and culture with those of other children in the classroom.

2. Children use materials in the classrooms that depict the experiences of different groups of people.

C. Children analyze communications that influence opinion about groups of people (race, age, sex, etc.)

1. Children are encouraged to analyze situations and various forms of media.

2. Children are guided to recognize, analyze and discuss stereotypes and myths about their own or other groups of people in books, TV programs or someone's statement.

D. Children have opportunities to see adults modeling respect for personal and cultural differences.

1. Teachers and parents explicitly articulate support for differences (customs, language).

2. Teachers provide experiences in which learners have options to use their own learning style, language and culture to acquire new skills.

E. Children see role models from their own community in the learning environment.

1. Community volunteers are in the classroom.

2. Parent volunteers and paid assistants from the community are in the classroom helping children to learn.

Head Start curriculum has age-appropriate, Responsive activities for children on a consistent basis. For example, children have opportunities to

talk with peers in a group to develop their oral language. Pre-reading skills build on what the children already know, on what is familiar to them. The teacher uses various sense modes to teach basic skills; for example, children learn colors by sorting according to hue things that they collect on outings. Later they talk about the color of clothes and the shapes of objects in the room and outside. Another color activity consists of blowing soap bubbles and labelling their colors. Children also listen to and identify a variety of sounds in the classroom, outside and on records. Pre-writing activities include a wide variety of manipulative and visual games using different media. Clay and fingerpaints are used; children string beads, find letters in their names and perform movement activities that lead toward writing. Math activities include examples from daily life such as cooking and using the telephone. Science activities make use of children's senses to collect data--for instance, discovering the various characteristics of ice.

The K-3 curriculum also includes appropriate activities. To develop oral language, children have opportunities to talk with a given focus to expand vocabulary. They might talk about a photograph or picture, about an experience, about how to use playground equipment, about what to do when hurt, or about how to help someone else. In the areas of pre-reading and reading, many appropriate activities take place. The resource center is developing a file on different subjects (animals, woodworking, clay, cities, cooking, etc.) for children to investigate. Children have more opportunities this year than before to read on different levels according to their individual pace; they identify letters and sounds in words of their choice. Reading and art are often combined; for example, children listen to a story and then draw a picture of their favorite passage. A teacher laminates

pictures from an old favorite book, scrambles the pictures and asks children to put the book in order; and children put pictures in sequence and tell a story. Children learn how to alphabetize by arranging themselves in teams in alphabetical order by name.

Children are given opportunities to write for a variety of reasons. They compose poems at the beginning of each month about events they know will occur during the month. They develop pen-pal relationships with children in New York. They are given the chance to use their own experience in other kinds of writing. Children produce fiction, non-fiction and autobiographical stories.

Some teachers are using an integrated approach to learning, incorporating listening, reading, writing and artwork into different units. For example, a unit on farm animals included several activities in centers. One activity required that children label manipulative objects found on a farm. In another center, children could listen to records of farm animals; in another they could read stories about animals; and in the writing center they wrote words they enjoyed reading and matched pictures with words.

Two teachers use an integrated approach with a unit on the study of Indians; one employs a taped story, photographs, films, and has the children write about grinding corn. Another teacher asks children to draw a map of the school and write names of places in the school. Some of the curriculum for grades 4-6 integrates oral language, reading, writing and art into a total unit. Some teachers are using a social studies structure to integrate these skills. Projects include the study of prehistoric animals, myths and Indian tribes. Children tape interviews with school personalities; they also act out characters they read about in history.

Reading and writing activities deal with real-life events meaningful to children; the activities take a problem-solving approach. For example, a teacher reads a story about stealing to the children. They are then asked to put themselves alternately in the place of the store owner and the thief; they talk about how each would feel and what each would gain or lose, then they write about their conclusions.

Math activities sometimes involve situations from daily life. Children make graphs of numbers of brothers and sisters, birthdays, lengths of socks, types of shoes.

In science, skills testing is accomplished in the context of an experience. For example, children demonstrate understanding of scientific concepts by drawing pictures of the water cycle showing rain, water vapor, evaporation, ground water and water table. Children acquire scientific vocabulary using objects and skills from their experience. For example, they pick objects from a paper bag and, using scientific language, describe all they know about those objects.

Children use their senses to collect data and then use the data to make healthy decisions in choosing foods. For example, the teacher asks the children to come to a taste-testing party, then to make food models and place them into various food groups. From this, they begin to discuss well-balanced meals.

Multi-cultural activities are diverse. Children choose a country and do research about its people, work on art projects, compare various cultures, and display their work in the library. They also have opportunities to celebrate their background culture, for example, by having a festival of activities for Cinco de Mayo.

Children see adults modeling respect for personal and cultural differences and are brought in contact with role models from their own community. One teacher ascertains the talents and trades of parents and asks them to come to class to share their work with the children. For instance, an auto mechanic bring tools and talks about his work. Children become involved in learning about each of these parental skills.

Curriculum, Teacher Attitudes and Behaviors

In order to better implement a Responsive curriculum, the co-ordinator and teachers are working together to define teachers' roles in the learning process, and children's roles as learners.

I. Adult Roles

A. Teacher builds a positive relationship with children.

B. Teacher observes, encourages and builds on learners' interests.

C. Teacher helps learners identify a clear purpose or context of activity.

D. Teacher provides experiences that lead to discovery. Teacher is available to help set the structure, make suggestions and assist learners in maintaining appropriate limits so that they can take charge of their learning activities.

E. Teachers provide for learner integration. Learners are helped to articulate insights about their activities and to make judgments about their quality and value.

F. Teacher provides for application of skills learned.

G. Teacher provides for assessment of experiences. Opportunities for learner self-assessment are incorporated into activities.

H. Adults in the classroom participate in teaching. Teaching assistants, parents and volunteers participate directly in teaching functions in the classroom.

I. Teachers set clear rules and limits that facilitate the smooth flow of activities. The reasons for specific rules are discussed by teacher and learners. Often the teacher will work with learners to set their own appropriate limits.

II. Learner Roles

A. Learners initiate and help plan activities. Their ideas, suggestions and concerns are incorporated into activities. Learners generate some of their own tasks.

B. Learners make decisions about activities. They make choices among alternative tasks or ways of doing things.

C. Learners voice their feelings and ideas.

D. Learners take credit for their work and learn how to self-assess.

E. Learners are friendly, accepting and share with each other.

F. Learners experience a variety of groups and learning situations.

G. Learners participate in scheduling their time according to teacher guidelines.

III. Physical Environment

A. Space arrangements provide for variety. More than one type of work area is provided.

B. Space arrangements provide for learner interaction. Some work areas provide for face-to-face interactions, others for different kinds of groups.

C. Space arrangements provide for flexibility. Learners have meaningful options regarding where to work; they move freely from one area to another.

D. Materials provide for variety. Available materials can be used to carry out activities in more than just one way.

E. Materials for recurrent activities are immediately accessible to learners.

F. Materials provide for a range of complexity. Available materials can be used to carry out activities at different levels of complexity.

G. The physical environment reflects the community of learners. Displays, posters, pictures, etc. represent the learners, their activities, their accomplishments, their families and their neighborhood and community.

H. The physical environment is learning-oriented. Displays include a variety of printed and symbolic material that is relevant to learners' interest and appropriate to their level of ability.

I. The physical environment reflects learner input. Posters, displays, projects-in-progress reflect learners' contributions.

J. Pictures, displays, posters and decorations are multi-cultural/multi-ethnic, fairly and respectfully representing the culture, history and achievements of different ethnic and racial groups including the learners' own.

In most classes, teachers give concise directions and children are clear about limits. Some teachers were incorporating some of the above elements into their teaching previously, and others have done so as a result of work with BES staff. A few teachers have difficulty seeing alternatives to the way they have been teaching and are reluctant to make changes. Fear of being evaluated undoubtedly comes into play, as do feelings about the retention policy mentioned earlier.

Texts, tests and subtests take up much of teachers' time and energy. These materials are generally not motivating for students and do not meet their developmental needs. If curriculum and teaching methods do not take children's learning styles, background or experience into account, children will have difficulty concentrating and completing tasks. Behavior problems often develop. A number of children are being retained because they have not been able to pass tests of basic skills -- retentions due in part to an unexciting curriculum. Understandably, some teachers are hesitant to experiment with new techniques for fear that students will do even worse on the tests. Although some teachers are dividing the classrooms into areas so that children can work more interdependently in different groupings or even independently, the

physical arrangement of elementary classrooms is most often rows of desks. Some teachers feel that children need the individual space afforded by a desk, since most do not have this in their lives; others feel they have more control over children's behavior with this arrangement. Certain teachers also feel children are more likely to complete tasks sitting at a desk.

Teachers rely heavily on tests for assessment purposes. Some teachers have difficulty incorporating certain elements of the children's background into the curriculum. For example, they do not understand the appropriate place for dialect differences in the development of language arts skills and self-concept. Not all teachers are aware of how dramatically self-concept influences learning in all areas and how language is part of self-concept.

Another serious problem that affects teachers and learners alike is the frequent classroom interruptions caused by children coming from and going to the various Title programs. Ron Lally, Director of the Human Development Department at Far West Laboratory, was so distressed by this situation at various projects across the country that he wrote to Patricia Harris (Assistant Secretary of HEW in Washington, D.C.) with suggestions for reviewing the way these program function.

Much credit is due BES and Title program staffs in Phoenix who have met with the site coordinator, and principals to work on alleviating some of the problems caused by pull-out programs, such as children's feelings of isolation and disorientation when they are put into these programs. They also discussed the teacher's difficulty in integrating various curricula from different programs into the classroom situation.

Title resource teachers are interested in finding out the classroom teacher's curriculum. They are also beginning to work in heterogeneous groups, rather than just with individuals. The resource teacher in the reading lab is dedicated to working cooperatively with classroom teachers to help reinforce skills in the curriculum. Classroom teachers are planning various ways to help children integrate their experiences in different programs. One plan for next year is to encourage students to peer-teach what they have been learning. Criteria are being developed for teachers to work together to coordinate curriculum within federal guidelines.

The site coordinator and BES coordinator, with the principals' support, are focusing on helping teachers work as effectively as they can within these restrictions. They are also exploring the possibilities for change within the district, and ways to increase district support for BES activities. One of the BES coordinator's immediate goals is to help more teachers understand that by using Responsive principles and strategies for helping children learn, they will not be sacrificing retention of skills. On the contrary, when they are presented in a meaningful context using appropriate methods, children will actually learn and integrate those same skills that are now merely items on a test.

Curriculum, Parent Involvement

Parent involvement in the program is also affected by the retention policy. The formal notice that their child will be retained in the present grade if he or she does not pass the required tests is one of the first communications that parents receive from school at the beginning of each year. Many parents are intimidated by the idea of

retention and feel unable to help their children in the face of this mandate. Some parents, however, understand that they can actually participate in their children's learning at home and at school.

Some teachers are involving parents in their classrooms by having them come and share skills, interests and culture with the children. This supports parents' and children's pride in their background and experience. Parents are being involved in classrooms in other ways too. When the librarian gave a puppet show, more than half of the children's parents came and learned how they could also use puppets to work with their children at home. In one class, parents were invited to attend a presentation of a project in which children did research on a biography of a famous person of their choice and then dressed and acted as that person. Parents asked questions and the children answered in character.

Parent activities, including the making of materials for home and classroom, and discussion groups for parents who work in the classrooms, are being planned by the parent involvement specialist, assistants and coordinator. Criteria are being developed for these materials and activities.

A parent/teacher resource center is being set up in the BES office at Palmdale. The parent involvement specialist, assistants, representatives, and the BES secretary are developing manipulative games and materials as models from which parents and teachers can make their own. Teachers and parents are learning how to reinforce concepts and skills through making the materials and games themselves, and discovering alternative ways of teaching basic skills within the games. Those who come to the center also find themselves teaching and helping one another.

The secretary is cataloguing materials from Far West and other sources, and is compiling with the BES coordinator a file of photos and prints. They are gathering materials of all kinds. In the fall, there will be workshops to help parents use the center.

Curriculum, Continuity

There is a need for more extensive integration of curriculum between both subject areas and grade levels. Because grades 4-6 are departmentalized, all the teachers involved meet to decide who teaches what subject and where children go at scheduled times. Occasionally the teachers work together to plan projects that integrate several subject areas.

First grade teachers are beginning to share ideas with each other and with the BES coordinator. Working with Head Start and K-3 teachers, the coordinator has concentrated much of this year on areas such as learning centers, integrating art projects with reading and writing, gathering resources, and helping to develop relevant activities in which children can use personal experience. The coordinator has conducted needs assessments for all teachers.

Some of the areas that staff and parents would like to work on in the next few years are:

1. Relieving the pressure that comes from frequent testing and retention policy, in order to try out more Responsive approaches. (The director has already begun work in trying to change testing procedures to require less frequent testing.)

2. Continued development of the resource center for:

   a. acquiring materials on various teacher strategies.

   b. checking out materials on various teaching strategies.

3. Clear statements of expectations for teachers and children in the project.

4. Increased numbers of children working in heterogeneous groups.

5. Teachers being clear with children about how to use centers, how to take care of themselves there, how to follow directions.

6. Increased use of children's ideas in planning activities.

7. Increased use of children as resources for one another, utilizing different levels of ability. For example, if one child is more skilled in reading than another, he/she can read to a partner; the listener then retells the story in his/her own words, and together they write a report.

8. Increased teacher ability to develop a sense of worth by having children translate some of their spoken dialect (how they speak with one another) into standard dialect, and vice versa. (Instead of devaluing one of their dialects, children will thus feel accomplished because they can speak two.)

9. Increased use of speaking, reading and writing activities that focus on taking another person's position (putting oneself in another's shoes).

10. Development of techniques to help children give and take praise.

11. Increased use of open-ended questioning techniques to help children solve problems.

12. Helping teachers to modify the mandated curriculum when it does not match the children's skill and level of development.

13. More integrated curriculum in the departmentalized program in grades 4-6.

14. Integration of the physical education program with basic skills in other areas such as language arts, math, and science.

CHAPTER FOUR: TEACHER ATTITUDES AND BEHAVIORS

During the first year, all teachers in Head Start through elementary school attended a workshop with facilitators and BES staff to learn about the project and gain an overview of the Responsive approach. During the first year of orientation, the coordinator met with all teachers individually to begin to establish relationships, assess needs and gather information for future workshops. The coordinator also worked with interested teachers, providing demonstrations, suggestions and resources based on individual needs and foci. She provided important support and continuity after site coordinator's observations, feedback and demonstrations in appropriate classrooms, including Head Start.

Information in this section is taken from individual interviews with teachers (one at each grade level), meetings with the coordinator, observations in twelve classrooms, demonstrations in seven classrooms at various grade levels and group interviews with BES staff and parent representatives. Those teachers and parent representatives interviewed expressed their desire for workshops and individual classroom help in understanding and planning for children's developmental needs. They also voiced their concerns and made requests for other kinds of help in meeting this goal. This willingness to openly discuss their needs and desires indicated interest in the program and trust in the coordinator on the part of these teachers and parents.

Teacher Attitudes and Behaviors, Curriculum

Teachers are always in the dual role of teachers and learners. In this program, there is a great deal of emphasis on teachers learning more responsive ways of working with children and integrating these into the classroom as soon as they feel ready to do so. The teachers in this

district have had experience with inservice training in the past; however, strategies from the training did not last over time. There was little or no follow-up help in the classroom, so the inservice experiences, usually workshops, were isolated from the context of daily application. Language experience and learning centers came and went. Teachers may not have understood the rationale for doing things differently. They were not helped to analyze what worked for them and their children and what did not so that they could build on effective strategies and behaviors. Some did not know the difference between Responsive and non-Responsive modes of learning and teaching. Others knew the difference, but required textbooks; and testing took most of the teachers' time and energy.

The site coordinator has not only worked toward helping some teachers understand the rationale on which the program is based; she has also worked with teachers to help them identify what is Responsive in their teaching already. By first identifying the positive things that they are already doing, teachers have the opportunity to begin building the sequential steps in each child's educational development. At the same time, there is an ongoing process of self-assessment and planning with the coordinator to develop new skills and understanding so that teachers become increasingly responsive in their teaching attitudes and behaviors.

Over the course of the year, teachers, BES staff and parent representatives have noticed among most teachers a development of attitudes and behaviors that they would all like to see continue and evolve throughout the project. To begin with, teachers have become more aware that Responsive strategies need to be an integral part of the curriculum. They are pleased to have access to Responsive Education Program materials in the resource center.

They are designing more lessons based on the needs of their children, and would like to do more to personalize learning. Limits and directions are already clear in most classrooms, and many teachers are open to exploring different classroom management techniques. More teachers are assessing their own needs and requesting assistance from the coordinator to help them grow in specific areas. Asking more questions of themselves and others has increased the flow of information among teachers and between teachers and coordinator.

Head Start teachers are using many techniques that are appropriate to children's developmental levels. These classrooms employ a learning center approach to teaching and classroom arrangements. Children work in heterogeneous groups on varying levels of ability. Curriculum is an integral part of their learning to socialize within a group. For example, children make snacks together and learn about different types, tastes and colors of food. Then they set up a play cafeteria and learn about math by collecting "money."

Head Start teachers and assistants function as a team, guiding the children in learning activities. They are able to allow spontaneity to develop within the structure of a plan. Teachers and assistants also help to build confidence and healthy self-concept by touching and holding children. These teachers have requested monthly meetings with the coordinator to discuss appropriate activities and to identify concepts and skills in their present learning activities.

In kindergarten through third grade, teachers function as guides, often using modeling strategies. Rules and consequences are usually clear, with an emphasis on having children take responsibility for their actions. Children are helped to focus, rather than being given too broad an assignment ("write

one thing you like about the story and why," rather than "write about the book"). Teachers help children understand concepts by participating in activities, exploring materials and asking questions.

Teachers give children positive reinforcement and help them take credit for their accomplishments. They stimulate independence and interdependence by having children work in partnerships or heterogeneous groups on assignments that they pursue individually or together.

A few elementary teachers are using a learning center approach effectively; for example, providing two centers with directed activities and an area of free choice activities. Because of unfamiliarity with this form of classroom management, other teachers would like more assistance from aides before trying this approach. Some have requested suggestions from the coordinator about how to set limits and appropriate consequences so that children can learn to work more independently.

Fourth through sixth grade teachers are developing questioning techniques that guide children toward more critical thinking. They are helping children work on projects in small groups, using one another as resources. Some teachers are helping children evaluate situations from different perspectives in order to develop attitudes that lead to cultural pluralism.

Although many classrooms are still basically organized in rows of desks, teachers who have begun using learning centers have discovered the necessity of beginning with a number they can handle, rather than too many at once. They also realize the need to help children clarify goals and focus on directions in order for the centers to function smoothly.

One principal finds that a departmentalized program, grades 4-6, helps classroom management because students have an opportunity to work with various teachers. Some children may feel a more positive attitude toward school if

they can get along with three out of four teachers. Some other children obtain more specific help if they cannot get along with any of the teachers.

Many teachers would like to develop personalized lessons for children more often. However, they feel that the demands of required texts, frequent testing and preparation for testing makes it difficult to find the time and energy needed to explore alternative ways of teaching and to prepare various activities with choices. The director is seeking ways of reducing the number of tests at the district level and is reviewing the retention policy (discussed in the curriculum section) which is viewed by teachers, students and parents alike as being in some ways counterproductive.

Project staff is dedicated to implementing the project, and the site coordinator and BES coordinator have been laying groundwork for strong teamwork and solid program planning. In order for real change to occur in their methods of teaching, teachers must proceed at a pace that allows them to understand project philosophy and methods in relation to how they are already teaching. Teachers also need to be clear about their own expectations, as well as what is expected of them in the project. They need to fully integrate and feel comfortable with new ideas and techniques. Change is gradual. Teachers need to feel that they understand the reasons for and are in control of any behaviors they actually implement in the classroom with children. These ideas about how teacher change occurs are agreed upon by BES staff and reflected in the staff development plan.

Another important element in paving the way for change is motivation. Whenever possible, teachers are given the opportunity to select, from a variety of staff development or program options, one or more that they feel comfortable implementing. In the case of this project, teachers are given

as much choice as possible in regard to such aspects of inservice as: learning styles, pace, implementation of new strategies in the context of their own classroom, and subject matter to focus on. Learning for teachers is personalized, just as teachers are finding ways of tailoring learning to fit the needs of their students.

BES staff and some teachers have expressed an interest in workshops that focus on the use of various sense modes in teaching a concept, as well as ways of modifying texts to make use of children's language and experience. In this way learning can become "personalized" rather than "individualized." Teachers feel that for them individualizing learning (having every child working in a separate book or activity) is not practical. They prefer to give a common direction to a group and then, within the group, have each child take a personal focus. For example, if the group reads a story each child can choose a favorite character and determine how he/she is like and unlike that character.

BES staff principals and teachers have also requested training and technical assistance in classroom management, setting of limits and consequences, positive reinforcement techniques, record-keeping, various room arrangements, as well as practices to enhance self-concept, and appropriate use of language and dialect. Teachers would also like to learn more ways of helping children focus on and complete tasks, work cooperatively in groups and teams, and acquire effective study skills that they can use in the classroom and at home.

Program staff and some teachers are also aware of the need for teachers to work cooperatively with each other. Head Start teachers are already working in teams with assistants and sharing ideas with each other. Elementary school teachers, particularly in the kindergartens, would like to have some of the curriculum pressure relieved so that they can focus on more responsive teaching

strategies to prepare children for first grade. Head Start and kindergarten teachers have initiated the idea, for next year, of sharing materials, assistants and ideas with each other and with parent volunteers.

Another way of providing peer group support will be the establishment of a core group of teachers who will be self-selected after workshops this year. The coordinator will then help this group serve as peer resources, after working with them in their classroom. This core group will help other teachers implement Responsive teacher strategies in a number of ways, which might include being observation subjects; sharing what they have found to be successful in workshops, teacher meetings or informal situations; conducting interviews; or giving demonstrations.

Coordination has also begun between Title programs and BES to provide continuity of both teaching and learning.

Teacher Attitudes and Behavior, Continuity

The Head Start and elementary school principals and teachers are aware of the need for overall educational program coordination and improvement. At the beginning of the project in 1979, there was a lack of continuity between Head Start and kindergarten and the elementary school grades, though a departmentalized educational program existed for grades 4-6 at Palmdale. Teachers met to discuss who would teach which subject and at what times, and how children at these grade levels would be scheduled into each class. One goal for the future is to have these teachers also plan activities that integrate various areas of the curriculum with activities that are developmentally appropriate to children at various levels. For example, an older student reads aloud to a younger or less-skilled reader who does a related art project after listening; then they write a report about the story and art project together

(one writes using ideas from both of them).

The BES coordinator is responsible for establishing much of the continuity among personnel and curriculum. She and the site coordinator have had meetings with Head Start and kindergarten teachers, alone and together, to discuss ways of helping children make the transition to the next level. The BES coordinator has also provided continuity by meeting with principals and other Title program staff, and plans to team teach workshops for K-2 with a Title I resource specialist next year.

The schedule for the coordinator's work with teachers that was implemented this spring was effective. Principals helped to refine the schedule for next year to include BES activities on various grade levels on a regular basis. During Monday on the first week of the month, the coordinator focuses attention at King school on teachers at grade levels of Head Start, kindergarten, first and second grades. The parent involvement specialist and assistants also focus their attention on parents and/or teachers at the same grade levels at King school. Their work on the Monday of that first week may be done at home or at school, depending on particular needs.

On Tuesday, effort is concentrated at Palmdale with teachers and parents at the Head Start and kindergarten levels. On Wednesday, work is at King school with grades 3-5; on Thursday work is at Palmdale with grades 1 and 2. Fridays of each week are reserved for the coordinator and parent involvement specialist to plan, evaluate and write reports at the BES office, Palmdale school.

During the second week of each month, work continues with Monday set aside for work with Head Start, kindergarten, first and second grades at King; Tuesday at Palmdale with third and fourth grades; Wednesday at King with third, fourth, and fifth grades; Thursday at Palmdale with fifth and sixth grades.

These two-week schedules are repeated throughout the remainder of the year.

Time each day (except Friday) is set aside from 2 p.m.-3:10 p.m. for the coordinator to meet with teachers at grade levels as described in the schedule. Workshops, small-group and/or individual meetings and conferences are scheduled at that time, as needed. During the remainder of the day, the coordinator works with teachers at the grade levels listed, and/or with other Title program staff, unless other needs conflict. The coordinator decides which and how many teachers are feasible to work with, depending on her own and their needs and requests. Prior to BES, inservice training did not focus on individual attention to teachers in their particular areas of interest in their classrooms.

All staff development in this project is based on the Responsive approach which applies the same goals and principles to adult learning as it does to child learning. A Responsive staff development plan considers teachers' needs, interests, abilities, learning styles, understanding and experience. There is continuity between workshops for teachers and parents, and help with implementation in the classroom and the home. Follow-up meetings and individual conferences are provided after initial workshops. Staff development provides the opportunity for parents, teachers and other staff members to work together to understand the process of child development. It also focuses on helping peers learn from one another in team relationships.

Responsive staff development works toward teachers becoming more self-directed, sharing control of their own learning by determining their own focus and learning strategies, and setting goals within the context of program and district requirements. Through staff development, teachers become increasingly able to apply new knowledge in the classroom and develop a greater ability to use their skills in flexible and creative ways. Teachers gain an increased sense of

confidence in themselves as teachers and are stimulated to do more research and discovering on their own to improve their skills. The more teachers appreciate themselves, the more willing they are to appreciate the knowledge and experience that others have. This attitude leads to greater cooperation with and respect for colleagues, other educators and parents.

Working with the site coordinator and BES staff and principals, additional plans for staff development have been formulated for next year. Beginning in the fall of 1980, all teachers will participate in initial group grade-level workshops leading to an all-day Saturday workshop. For the remainder of the year, the site coordinator will provide group grade-level workshops during on-site visits every other month at each campus. The topics for these workshops have been chosen from a proposed list by the site coordinator after gathering and compiling teachers' stated interests and needs. Some of these topics include: teacher attitudes in working with parents; steps of the Responsive process for facilitating learning; use of various sense modes in teaching basic skills; constructing games and materials to reinforce basic skills; helping children develop internal locus of control; reporting to parents; classroom management; and planning transition and continuity between grades for 1981-82. All teachers will attend one of these workshops at their grade-level group during the week of site coordinator visits every other month.

The coordinator will provide continuity and follow-up to these workshops in individual conferences and small-group meetings, working with a core group of teachers who demonstrate the most interest in the project. The coordinator will work with these teachers individually in their classrooms on a continuing basis, using areas of the curriculum and teacher strategies that both have agreed to work with. During subsequent years, a core group of teachers will

work with the coordinator as resources for the other teachers in the schools, beginning with their particular skills, experience and interest in Responsive curriculum and strategies. In addition to working with a core group, the coordinator will also give workshops with Title I resource teachers K-2 at King school.

At the end of 1981, all teachers will:

1. Have an awareness of the guidelines of the project as well as the goals, principles and process in a Responsive approach (as demonstrated by verbal explanation).
2. Have an awareness of their own goals and know which of them fit into a Responsive program (verbal or written description).
3. Have read the program description to learn about expectations in each of the four component areas.
4. Choose which areas of the Responsive approach they are ready to implement.
5. Increase their involvement with parents as educators of their children.

Teacher Attitudes and Behaviors, Parent Involvement

Parents and teachers in the Head Start program have a mutually cooperative relationship. Several parents come to the classroom and participate in learning activities. They observe what is going on, ask appropriate questions, and try out activities at home with suggestions from the teachers. When parents participate in classroom activities or special events, Head Start teachers demonstrate appreciation by sending thank-you letters.

In elementary school, one of the priorities is to increase and maintain communication among parents, teachers and other school staff. Some parents have experienced an uneasiness toward school and authority figures, possibly because of past experiences as students. Some parents have also had the feeling that they have nothing to offer to their children's education. A few teachers have sent home ditto sheets for parents to help children with; and some parents have had difficulty understanding the language or tasks. These parents felt that their children or the teachers might belittle them if they made errors on the sheets. Teachers, on the other hand, often felt nervous with parents in the classroom, and worried that they might be criticized. Some teachers felt they did not have time or energy, after teaching all day, to train parents to work with children. They also were not sure about their expectations of parents and how they could use parents' services in the classroom.

Fortunately parents, teachers and BES staff have become aware of these problems. Because they would like to increase and maintain parent participation in elementary school on a consistent basis, many are finding ways of reducing parents' stress and fear of school, of large-group meetings and of conferences with teachers. The BES staff would like to help parents and teachers develop skills in communicating with each other, and reduce teachers' concerns about working with parents. Already steps have been taken to help parents identify skills they already have that they can develop and use with children. There will be a series of workshops next year to continue helping parents recognize what they have to contribute to their children's education, and how to apply these skills. They will learn how to teach basic skills like counting and measuring to children through daily activities such as crocheting, cooking, and building. Parents will also be helped to develop new skills to use with children at home and at school. Workshops are planned to help

them make more manipulative games to reinforce basic skills at home and at school.

Parent advisory group representatives have contributed suggestions for parent behavior in schools, for example:

- learn to compliment teachers on positive things.
- ask teachers questions, instead of attacking them.
- when observing a classroom, avoid making comments or talking with the teacher while he or she is teaching. Ask to talk at a specific time.
- if you have a complaint while observing, take the complaint to the principal rather than interrupting the class.

It is important that teachers learn how to make their expectations of parents' involvement in the classroom clear to parents. Teachers also need help in identifying which activities they would feel comfortable working on with parents. To begin to help teachers do this, some were asked (in interviews with the site coordinator) to list how they would like parents to participate in the classroom. Some of the ideas generated were:

- to observe the teacher for a period of time to see how he or she works with children (how he or she talks with children, praises and helps to correct).
- to meet with the teacher to discuss parent observation and next steps for the parent.
- to learn and practice a particular skill (e.g., printing).
- to work with children on a one-to-one basis in that particular skill.
- to meet periodically with the teacher to discuss progress and next steps.

Workshops planned for next September will help parents and teachers further identify, express and expand upon ways they would like to work with each other.

CHAPTER FIVE: CONTINUITY

Of all the components of the BES project, continuity appears to be the single most important one, because this component is designed to bind the project into a cooperative whole. Setting up teamwork to allow for sharing of ideas and use of one another as resources leads to understanding. This is critical to program success and becomes a model for children's sharing, teaching, learning and giving support to one another. The following relationships have been identified as necessary in order for continuity to take place:

- BES staff members with one another
- BES staff members with the facilitator
- BES staff with parent representatives (parent advisory board)
- BES coordinator with teachers
- BES coordinator and parent involvement specialist with other Title Program resource persons
- BES staff with teachers and parents
- Teachers with parents
- Teachers with one another (Head Start with kindergarten and teachers between grade levels)
- BES with community (district, state)

The following examples are taken from: meetings during on-site visits during the year; reports of meetings by the director and BES coordinator; phone and letter communication between site and Far West; and intensive work between BES coordinator and site-coordinator with assistance from consultant Juanita Sagan.

BES Staff Members With One Another

Since the beginning of the project, roles have been established among BES staff members to form lines of communication (see introductory description of BES personnel and role of facilitators). Continued meetings have helped to further clarify goals, expectations and

responsibilities, and have fostered discussion and analysis of success factors and problem-solving techniques. The site coordinator, staff and principals are asking questions for clarification and checking assumptions. They are identifying and building on positive factors, making suggestions and offering supportive ideas rather than negatively criticizing. They are also working on identifying and establishing team relationships in order for implementation to take place effectively, and are providing a structure, schedule and plan for project activities. Principals continue their involvement in BES staff meetings, provide leadership at meetings and propose structure and schedules for BES work in their schools. They also hold meetings to discuss the project with teachers and parents, provide support for the Responsive approach and attempt to reduce stress created by testing and the retention policy.

BES Staff With Parents

A parent advisory group has been formed with a constitution provided by the director. This includes goals and guidelines for how the group is designed to function as liaison between BES staff, school and parents. The group initiates ideas; formulates plans for parent involvement in the form of workshops and other activities; gathers information about BES; explores material on parent involvement; disseminates information and techniques to parents in the community; and enlists support for the program from parents. Guidelines of the BES project compiled by the director are distributed to the parent advisory board so they can be well-informed when explaining the project to other parents. BES staff meets with parents at PTA meetings in the schools, and parent representatives plan activites linking BES to parents as described in the

parent involvement component.

BES Coordinator With Teachers

The coordinator has met with all teachers to begin to establish relationships, identify what teachers need and want, identify what teachers dislike or are resistant to in the project, and find out what workshops teachers would like. The coordinator meets with all teachers every other month, in grade-level or group workshops that include the site coordinator, and provides follow-up workshops and meetings (according to individual teachers' needs and requests and within the structure of the coordinator's time and other project needs). The coordinator will focus most of her work with a core group of interested teachers in 1981, with the expectation that this group will help to train and provide assistance for other teachers by:

a) sharing ideas in workshops and meetings

b) talking with other teachers about the project

c) planning with other teachers on a regular basis

d) conducting demonstrations

e) making observations and providing feedback (supportive suggestions to other teachers).

BES Staff With Other Federal and State Title Program Resource Persons

Members of other Title programs serve on the combined BES staff and parent advisory boards, and Title Program Resource persons meet with BES staff and principals to establish relationships and to schedule and plan events. Some of these meetings are also problem-solving sessions. Title program persons, BES staff and parent representatives have met with the site coordinator and consultant to discuss the problems of having many federal programs in one school, such as that of classroom disruption

discussed in the curriculum section. Also discussed were ways that teamwork could be developed among federal program resource persons, resource persons and teachers, and resource persons and parents. Teams are already forming to provide continuity between the educational and parent programs. BES and ELI parent specialists and assistants are working together on contacting parents so that efforts are not duplicated; and Title I resource persons are working together with parent representatives. A BES parent assistant works with a Title I specialist in the classrooms; and the BES coordinator and Title I resource teacher are planning to work together at King School, K-2, to provide workshops on the making of manipulative materials, and to provide teamwork with the teachers in their classrooms.

To work with teachers who may be apprehensive about undertaking a new approach, the BES coordinator and Title I resource teacher have developed certain strategies. They offer to work with children the teacher says are having difficulties, always maintaining a friendly, reinforcing attitude. If the teacher agrees, they employ materials and strategies from the Responsive Education Program to work with children who are having problems. They allow teachers to observe without pushing them to do so. When a teacher is ready, they gradually begin having talks about what she has tried, building on any positive results and discussing problems and possible next steps. Gradually, the teacher may ask for demonstrations or feedback.

Other federal program staff share meetings, plans and materials with BES staff, teachers and parents in order to provide continuity. For example, in a Title I meeting at Palmdale School, a Title I resource teacher conducted a meeting for parents with discussion of strategies

for bringing up children, including parents' difficulties in allowing children to develop independence. Another Title I specialist developed a calendar of suggested activities for parents. Parents have been invited to the Title I reading lab at Palmdale and have been given opportunities to participate in activities similar to those offered to their children, so that they might better understand the learning process. At King School, Title I, ELI and BES parent involvement specialist and teacher representatives met with parents to share materials and to describe activities in the classrooms.

BES Staff With Teachers and Parents

The staff has met with teachers and parents to begin to establish continuity in communication. Title I-ELI-BES met at King School with parent specialists, assistants, teacher representatives and parents to share materials and describe activities. After this meeting, BES staff and the site coordinator developed the following set of criteria for appropriate materials and activities for teachers to send home:

Ask parents to:

1) Reinforce skills by using manipulative materials (popsicle sticks, cereal boxes, marbles, etc.).

2) Use children's personal experience (e.g., ask them to tell, draw, or write what happened on the way home from school).

3) Listen to children read or tell stories.

4) Share experiences with children (e.g., something special that happened at the same age; or read to one another).

Materials sent from school to home:

1) All materials from school are written or spoken in a way that parents can understand (avoid education jargon).

2) There is minimal use of ditto sheets for parents, because if parents don't understand the dittos, the experience could be a frustrating one.

Teachers are beginning to call upon BES staff to make contact with parents. For example, a teacher reported that she had not been able to contact parents about the district retention policy. She expressed gratitude to the BES parent specialist and assistant because they contacted parents. As a result, two parents have become involved in classroom participation. At present, a parent works on a regular basis, once per week, with an individual child who is not her own. The child, who had never before been able to write, is now able to write his name and can teach others to do so. The parent feels that this kind of example might influence other parents to become involved.

Teachers With Parents

Besides the continuity described in the parent involvement section, some teachers also send notes home to parents that ask them to listen to their children read; teacher then sign a note acknowledging that they have helped their child by showing an interest. In this way parents are also helping children take credit for the skills they are learning at school.

The director's office provides a "phone-a-story" service. Children can listen to a taped story over the telphone when they get home from school.

Teachers With One Another

Head Start teachers have begun meeting with kindergarten teachers. Such meetings are also expected to develop among elementary grade

teachers during the course of the project. Some continuity between grade-level groups will occur during sharing in workshops in the 80/81 year.

During this year, Head Start teachers worked as occasional tutors for kindergarten children. They also met with one another and with the coordinator to share ideas and plans for identifying concepts and skills in Head Start activities.

Head Start and kindergarten teachers met with the coordinator, the site coordinator, and the assistant Head Start director to review activities that were successful this year and to propose plans for transition and working together next year. Some of the proposed plans are:

1. Head Start teachers offer afternoon tutoring service to kindergarten children.
2. Kindergarten teacher sets up centers (one at a time) for children who have been in Head Start and who are used to centers (transition to more academic centers).
3. Head Start aide comes to kindergarten center to help while kindergarten teacher works with other children.
4. Head Start shares materials from centers with kindergarten teachers.
5. Kindergarten teacher visits Head Start to observe how kids are working -- focusing on how kindergarten teacher might reinforce skills.
6. Help parents make a comfortable transition from Head Start to kindergarten; parents visit Head Start and kindergarten classrooms.
7. Parents who are already participating in Head Start make similar materials for kindergarten use.
8. Head Start teachers establish a parents' day for introductions to kindergarten teachers.
9. Help parents feel comfortable at school -- have cookies and coffee for parents before school starts, visit home before school.

10. Kindergarten teachers use Head Start children as teachers for non-Head Start children.

11. Head Start and kindergarten staffs meet at separate schools every 4-6 weeks, and as a joint group once per semester.

In addition, the librarian helps to provide continuity at all levels by working with and supplementing teachers' grade-level curriculum. Sixth grade teachers are working on integrating social studies, art, and writing research projects to provide continuity of subject matter.

BES Staff With District and State

The director has compiled BES guidelines for the Responsive approach and has disseminated these to the staff, the parent advisory group and the district. He has also prepared a slide show about the program for district and state presentation. The director is also working on relieving pressure from testing at the district level.

Some problems in continuity that the staff and parents would like to work on in the next four years are as follows:

- Setting priorities so that energy is not dispersed or duplicated or projects started before plans for working together are established.
- Discovering teacher's expectations for grades above and below their own grade level.
- Encouraging teachers' sharing of ideas.
- Coordinating many persons' needs in a complex project.
- Finding funds to provide continuity over the summer.
- Writing guidelines in a language parents can understand.

Some skills and activities that staff and parents would like to see implemented in their program on a consistent basis in the next 3-4 years are outlined on the following pages.

A. Meetings between Head Start and kindergarten and elementary grade levels for teachers to:

   1) Discuss expectations of skills children need in order to enter their grade level and the next grade level.

   2) Share and discuss activities they have tried at their grade level.

   3) Observe classrooms at level below their own to see how children are working and plan how they might reinforce and expand those skills in their grade, with age-appropriate activities.

   4) Observe classrooms at level above their own to observe how children are working, take credit for how they have prepared children, and plan how they might further prepare them for the activities in the next grade.

   5) List skills being taught at each grade level.

B. Resource center meetings for sharing ideas and making materials to be adopted at various grade levels.

C. Parent involvement specialist and/or resource teacher meetings with individuals and teachers to discuss ways in which teachers can develop learning units to reinforce activities parents are engaging in workshops. For example, if parents have a workshop on nutrition, teachers can plan units in the classroom on food groups, on having tasting parties, and on making graphs of different food groups. Or, if a workshop for parents is on "togetherness," teachers can ask children to draw and write about times they like to be together and why, and times they like to be apart and why.

D. Continued meetings to establish teamwork between staff, teachers, and parents. Sharing of staff ideas and problems can be used as a model for teachers and parents to share ideas and problems cooperatively.

E. Establishment of a core group of teachers to train others.

F. Scheduled staff meetings with a focus on:

   1) What members are pleased about.

   2) Problems with suggested next steps.

G. Establish newsletter for and by teachers and parents.

H. Adapt the following skills in Responsive continuity:

   1) Teachers and/or parents provide sample activities of basic skills using a Responsive process (see curriculum) for parents to use with their children at home.

2) Parents at each grade level use and expand sample activities with their children at home, using the Responsive process (see curriculum areas).

3) Elementary teachers at each grade level are aware of the basic skills and process that children have been exposed to in the previous grade level (see district, BES and responsive curriculum).

4) Elementary teachers at each grade level are aware of basic skills the children will need to have at the next grade level.

5) Head Start teachers are aware of basic skills and process the children will need in kindergarten.

6) Head Start teachers are able to identify basic skills activities in Head Start classes.

7) Kindergarten teachers are aware of basic skills and process that children have been exposed to at the previous grade level.

8) Teachers at each grade level review basic skills previously taught and reteach if necessary.

9) Teachers and parents are aware of and use various sense modes (observation, listening, touching, speaking, movement, feelings) to teach basic skills.

10) Teachers and parents give children opportunities to integrate what they have learned before taking the next step; e.g., they have the children answer one or two of these questions at various times throughout the year (in verbal statements, drawing pictures or writing):

    (a) what do they like that they have learned?
    (b) what they do not like that they have learned?
    (c) what would they like to learn more about?
    (d) what skills do they have now that they didn't have before?
    (e) what skills do they have that they can utilize to learn more?
    (f) what skills they need someone else to help them with?

11) Teachers and parents provide reports, newsletters and information to one another.

12) Teachers keep records of children's skills, take anecdotal notes, record conferences with parents, and follow-up on children's progress.

13) Teachers and parent assistants work together as a team.

14) Title Programs:

    (a) Title program personnel work together to form various team relationships (e.g., Title I, ELI, BES, Special Education, Title VII).

(b) Title program resource persons are aware of and use classroom teachers' curriculum and ideas some of the time.
(c) Title program resource persons plan with classroom teacher.
(d) Classroom teacher helps children to integrate what they have learned with the resource person by helping them to share with peers in the classroom.
(e) Resource persons work with heterogeneous groups at times.

15) BES staff helps members of the community to learn about BES project (e.g., presentations to district, state, parents, other schools; slide presentations, films or workshops).

16) A resource center is developed for teachers and parents.

17) Teamwork:

(a) Persons who work in team relationships ask themselves these questions:

(1) Is this something I could do myself?
(2) Is this something I could best do with a partner?
(3) What helps me to be most economical of my time and energy?

(b) Considerations in teamwork:

(1) Clarify roles (e.g., a team leader maintains direction and focus, structure for meeting, plans with the team).
(2) Clarify goals and objectives with team partner.
(3) Check expectations with partner.
(4) Check assumptions.
(5) Identify one another's strengths and limitations and discover which partner does which job best.
(6) Give appropriate credit to team partner for what he or she has contributed, and take appropriate credit for your own strengths.

CHAPTER SIX: PROGRAM PHILOSOPHY

The philosophy of the Responsive Education Program is presented here to give the reader some background information regarding the educational approach of the facilitator.

The Responsive model of education has been in use throughout the country for the past 10 years. Its foundations are in child development theory and humanistic psychology. Although cognitive development is stressed, it is not viewed as an isolated entity, but as one of six developmental domains including social-emotional, linguistic, moral, physical and psycho-sexual, which are all interrelated. The content of the curriculum draws upon all these areas, combining a developmental understanding of children and tasks with each child's individual needs and experience. The teacher participates actively in organizing learning experiences to guide the children's discoveries. Special emphasis is placed on children's active experience with materials and situations in order to create learning based on understanding. The Responsive model has three goals:

To support cognitive development by promoting the development of problem-solving abilities that enable learners to think creatively and critically and act to produce effective and appropriate solutions to problems.

To support healthy self-concept by encouraging learners to use their own ideas, values and learning styles productively so that they see themselves realistically and have confidence in their potential for growth.

To support cultural pluralism by promoting the development of attitudes and behaviors that enable learners to understand and value

ethnic and cultural diversity and to interact equitably in a pluralistic society.

The three goals of the program define the conditions of a Responsive learning environment. Whatever the curriculum content, a Responsive classroom has these characteristics which are recognized as the principles of the program for children:

- Children's experience, backgrounds and interests are assets.

The Responsive approach is based on the assumptions that learning is most productive when founded on existing skills and interests, and that children of all ethnic and economic groups come to the classroom with valuable experience and ways of doing things.

- Children develop increasing responsibility for their own learning.

While teachers provide support to the degree that children need it, they strive to help children become self-motivating and self-regulating in the process of formulating questions and solving problems.

- Children learn skills and concepts through meaningful, integrated learning experiences.

Learning experiences are developmentally appropriate and based on the children's interests and real-world needs. Materials are concrete and familiar to children. Academic skills (e.g., reading, computing) are presented as important raw material for problem-solving; a learning experience usually incorporates a variety of academic skills. The physical environment allows for interest areas and flexibility in grouping.

- Children share knowledge and ideas.

Children learn to use others as resources and to respect different points of view and different ways of doing things. They interact productively to raise and resolve social issues, and learn in heterogeneous groups.

In order to provide the conditions for all principles to be fostered, the Responsive process for facilitating learning, a series of phases, is used by the teacher and staff developer to guide the learners' growth by:

- Gathering information from the learner
- Using the learner's background in the activity
- Involving the learner in the experience or activity
- Helping the learner to assimilate or integrate and assess the experience (find meaning in what was learned)
- Helping the learner to assess, plan and apply appropriate next steps.

The purpose of the process is to enable learners to perceive, integrate and apply skills and knowledge. Learners are encouraged to select their own challenges, to be self-directing and self-assessing, and to use inquiry methods when appropriate. The process encourages continuity between learning experiences, both in school and outside of the classroom.

The Responsive model is implemented through the staff development of adults working in the classroom. Staff development can be conducted either by Far West staff or by local staff developers who have received training in the program. Responsive Education applies the same goals, principles and process that have been developed for children's learning to the adult learning experience.

A major objective of the model is to support child, family, teacher and institutional behavior that promotes the child's growth, development and attainment of educational abilities to successfully meet his or her own needs and those of society. An essential feature of the program

is the linkage with parents who are seen as a vital, integral part of their children's learning.[1] Parents are encouraged to provide educational experiences at home and at school, and to participate in planning, implementation and evaluation of educational policy and programs.

The Responsive model's parent involvement component has three purposes. The first is to create a link between the school and the home and community that facilitates children's learning.

The second (and related) purpose is to provide additional resources within the classroom. Parent participation in classroom activities not only allows for increased individual attention, but also serves as a means of bringing the knowledge and experience of the community and of the variety of ethnic and cultural groups within it directly into the classroom. In this way, the parent involvement program supports the program goal of expanding children's interaction with people of different cultures and enhancing their understanding and valuing of cultural diversity.

The third purpose is to expand community support for education. Parents can have an impact on education by increasing their participation in policy-advisory and decision-making bodies.

A fourth purpose of the Responsive parent involvement program is to extend learning activities into the home. Parents are natural teachers of their children. By participating in programs such as the toy library, the parent/child learning center, and child development training, they can learn to facilitate learning games and activities at home.

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[1] Jean Monroe. Program Description for the BES Project: Meadville, Mississippi. Far West Laboratory, San Francisco, 1980.

CHAPTER SEVEN: CONCLUSION

The activities that the BES community sees as having been its most beneficial efforts this year are:

1. Laying the groundwork for a strong program by:
   a. identifying questions, concerns, needs and interests of staff, teachers, parents;
   b. developing specific plans for implementation by workshops, with a structure for follow-up work with teachers at grade-level meetings; observing and conferring with individual teachers in their classroom; small-group parent meetings; and meetings with parents and teachers;
   c. developing plans for working with parents and teachers together;
   d. developing a schedule for BES activities, BES staff, principals, teachers, parents in the schools in order to clarify expectations;
   e. establishing team relationships between facilitator and site, clarifying roles, functions, and style of working;
   f. establishing team working relationship and lines of communication among BES staff, principals, teachers, and parents;
   g. meeting with BES staff, facilitator and Title program staff to establish criteria.
2. Development of parent advisory board.
3. Establishing a combined parent advisory and BES policy board.
4. Development of a resource center for teachers and parents.

5. Classroom observations, interviewing, demonstrations and follow-up by site coordinator and BES coordinator.
6. Workshop for orientation of teachers to the Responsive approach to BES.
7. Special interest and support of parent assistants, parent representatives and secretary.
8. Head Start and kindergarten meetings to establish ways of discovering expectations of children, developing age-appropriate activities, and gathering ideas for sharing resources next year.

The facilitators and BES staff in Phoenix have worked through the complex initial phases of this project with the determination and dedication necessary to gain future success. They have been willing to try out skills from their experience, discover both familiar and unfamiliar ways of working and growing from the experience. With strengths and problems identified, a base has been built with a structure to help alleviate problems and to support the implementation of a program that can benefit staff, teachers and parents and increase life chances for children.